ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001068	NA	NA

4. AUTHOR(S):
N.A.

5. TITLE OF DOCUMENT ABSTRACTED:
Implementation

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

9. PUBLISHER OR SOURCE
Mobilization for Youth:
Early Childhood Education

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	6

8. PLACE OF ORIGIN
ORG. Mobilization for Youth
Curriculum Center
ST 117 Suffolk Street
CITY, STATE New York, New York
TELE. EXT.
INST/LOC CODE

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
manual

16. INDEXING TERMS (6-12)

elementary schools	teaching techniques		
kindergarten	language development		
suggested materials	teacher conferences		

17. ABSTRACT (MAX. 250 WORDS)

Suggestions are made to aid the kindergarten or first grade teacher in developing a program, finding needed equipment, and providing a proper room arrangement. Particular kinds of games for attention, memory, perceptive-cognitive, auditory and visual discrimination are described. Language is developed through teachers' routine use of specific words, daily conversation periods, use of tape recorders and use of rhythm devices. Selection of songs, a clear-cut room arrangement, routines to train memory, and manipulative toys of varying difficulty should implement the program. Teachers should be able to share ideas on a regular basis.

A list of suggested equipment and materials for these classes is included. Manipulative toys, a doll corner, block shelves, tables and observable figures are suggested. Forty-six book titles are suggested to be put out when the room is set-up.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

IMPLEMENTATION

1. Particular kinds of games for attention, memory, perceptive...cognitive auditory, visual discrimination

A. Identifying classmates "Who Am I?"; observation games "What's Missing?"; color games; guessing games (I'm round, I roll, what am I?); descriptive games (describing objects in room); listening games(child identifies object by sound).

2. Emphasis on language in routines

A. Need for teacher to be specific (she must say "hats, coats, leggings", not just "clothing" until children learn items and general category. Same is true at clean-up time. "It's time to pick up the blocks and put them back on the shelves" etc.)

B. Device of selecting child to call each classmate by name to go to snaack table or get clothing (easy to see if child knows all names and pronounces them correctly).

C. Teacher intervention - correcting child when he labels something incorrectly or supplying the name when he doesn't know what to call an object.

3. Daily Conversation Period

A. Preferably the same time each day

B. Planned by teacher to satisfy a particular need (introduce new material, center of interest, correct mistaken impressions noted day before).

C. Unrushed - children must be given sufficient time to participate in unhurried fashion, to interact with teacher and classmates; careful questions by teacher.

4. Selection of songs that require children to supply missing names, words, rhymes, actions.

a. Group responses to known words, clapping, etc.
b. Individual responses to imaginative or 'made up' lines, names.

5. Use of tom-tom to familiarize children with rhythms, syllables in names. Rhythms utilized to clarify concepts and check on whether children clear on meanings of words. (back, front, up, down, spin, in front, behind, soft, heavy).

6. Clear-cut areas in room arrangement

a. Doll corner designated by screens or shelves
b. Library corner attractive, well stocked, comfortable place to look at books; shelves where books can be opened to page and rubber animal placed next to picture.
c. Blocks arranged according to size; sufficient number of blocks; accessory toys nearby. (Device of using contax to designate shape of block that

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Goes on shelf gives children additional experience in perceptual discrimination when replacing blocks on shelves)

7. Manipulative toys must vary in difficulty so that there is appeal to all abilities.

   A. Teacher sensitive to needs - remove puzzles that are too difficult until children ready, provides those with which children can get sense of success; directs child to appropriate toys (need for experience with size relationships - nesting cups or squares)

   B. Teacher must check to see that shelves containing manipulative materials are in order (no pieces missing from puzzles; remove broken toys). New items should be added to shelves frequently to keep interest high.

   C. Kits can be made up that are planned to reinforce learnings: box containing all round objects; another with square things, another with just red objects.

   D. Include on these shelves large wooden alphabet letters, numbers.

8. Use of tape recorders - children can be shown how to use, then allowed to talk and listen to selves. Another device to demonstrate that teacher values what children say is for her to make notes of conversation heard at block building or doll corner, then later on say "I was listening and I heard this."

9. Teachers should utilize routines to train memory while at the same time they facilitate the program (sense of sequence and order important to development of time and space concepts.) There should be a specific place in the room always used for story telling, for music etc., to help give children focus, a distinct place to come from and go back to.)

10. Opportunity must be given for teachers to get together and share ideas, ask questions etc. on a regular basis.

ASSIMILATION FOR YOUTH
CURRICULUM-CENTER
119 Suffolk Street
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SUGGESTED MATERIALS AND EQUIPMENT FOR EARLY CHILDHOOD CLASSES IN MFY SCHOOLS

Interlocking train (4 cars, 3 flat cars)
Interlocking boas (4 boats, 3 flat boats)
Small rubber cars (5)
Larger rubber cars (3)
Teleidescope (1)
Kaleidescope (1)
Large nesting boxes (4)
Kitty-in-the-keg (6)
Nesting containers (6)
Colored Cone (1)
Large peg board and pegs (1)
2" pegs and 3 boards
Post box
Puzzle rack (mostly 1 piecepuzzles) fruits, vegetables, household items, postman, train, duck

Doll Corner:

Doll bed - mattress, pillows, covers
Dolls - 3 Negro dolls, 2 white dolls
1 doll refrigerator
1 stove
1 small board chest (4 drawer for pocketbooks, doll clothes, blankets, hat, gloves)
On chest - box with jewelry - beads, earings, bracelets
In refrigerator - carrier with 6 milk bottles
Table and 4 chairs - on table bowl of artificial Fruit - oranges, tangerines, grapes, pear, apple, banana.
For stove - pot holder, post, pans, roaster, measuring spoons, ladle, coffee pot.
Hanging - mop, broom, dut-mop, push-broom, dustpan, brush.
Ironing board and iron
Telephones (2)
On Shelves - 1 large teapot, 1 small teapot, 4 large cups and saucers, 3 small cups and saucers and plates, 4 graduated measuring cups, 3 graduated funnels, 4 graduated mixing bowls, cutlery tray, with spoons, forks, knives, 1 doll bottle
On top of shelves - three plants

Open shelves facing sink:

Crayons and drawing paper
Tray of colored cubes

Open shelves facing block shelves:

1 large train - engine, flat-car, box-car, caboose
1 station wagon
1 wrecking truck
1 road grader
1 flat-bed truck
1 dump truck

On shelves backing stove:

1 Negro family rubber bendable people
1 White family rubber bendable people
1 rubber horse and colt
1 rubber collie
1 rubber scottie
1 rubber terrier
1 rubber cat

Painting easel (double)

2 trapezoidal tables and chairs

Hanging:
On wall over block shelves -
Picture of tug-boat and New York skyline - black frame mounted on red
Picture of Santa Fe train in mountains - " " " " yellow
Picture of tug-boat on river - " " " " blue

On observation booth -

Toward door - 5 Chinese Temple Bells - largest on top
Corner jutting into room - copper pot with philodendron
Over shelves - 2 pictures of mother and child
Over books - picture of group of children listening to a story,
picture of three children, picture of children playing on
a city street.
On Doll corner - picture of a family outdoors
On large ventilator - picture of a truck
Over sink - mirror
(Wherever pictures are with people, they are inter-racial)

Block Shelves:

quadruple units
double units
units
half-units
large floor boards
small floor boards
large column
narrow columns
large gothic arch
quarter circle
quarter arch

pillars
half-pillars
cubes
large triangles
small triangles
ramps
½ unit triangles
gothic arch and inserts
small arch and inserts
half-circle arch
long arch

On block shelves - 1 metal dump truck, 1 interlocking train, 1 interlocking boat.

Book Corner:

Books
Rubber animals - horse, deer, lion, zebra, elephants, giraffe

Books Put Out at Time of Room Set-up:

46

SOMEBODY'S SLIPPERS, SOMEBODY'S SHOES
MORE-TOO-LITTLE
CHILDREN AND THEIR HOMES AROUND THE WORLD
LITTLE FAMILY
POLAR BEAR BROTHERS
DOKI
TOUCH ME BOOK
BRUNO MUNARI'S ABC BOOK
GREAT BIG CAR AND TRUCK BOOK
THE BIRTHDAY PRESENT
SLEEPY LITTLE LION
ANIMAL BABIES
GIANT NURSERY BOOK OF THINGS THAT GO
THE NIGHT BEFORE CHRISTMAS
JERRY HAS LOST HIS CAP
WHO'S THERE? OPEN THE DOOR
LITTLE ELEPHANT
RONNIE'S WISH
LET'S PLAY HOUSE
ROAR AND MORE
WAKE UP CITY
THE QUIET NOISY BOOK
NIGHT
IS IT HARD? IS IT EASY?
WIDGET
BEARS
DO YOU KNOW WHAT I'LL DO?
ROSITA - A LITTLE GIRL OF PUERTO RICO
BARTO TAKES THE SUBWAY
GOODNIGHT MOON
BLUE RIBBON PUPPIES
BEVA'S TRAIN RIDE
THIS IS A FLAG
I CAN FLY
MY DOG IS LOST
FOUR LEGS AND A TAIL
WHAT DO THEY SAY?
CATS, CATS, CATS
DOGS, DOGS, DOGS
THE VERY LITTLE DOG
UMBRELLA
EVERYBODY HAS A HOUSE
BIRTHDAY PARTY
KEIKO'S BIRTHDAY
THREE CAMELS
ONE SNOWY DAY